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ABSTRACT

One of the major issues in the management of academic libraries is the dual nature of staffing: the professional and the paraprofessional. Using the Academic Affairs Library of the University of North Carolina at Chapel Hill as a case study, this project investigates whether professional and paraprofessional staff in large academic libraries experience significantly different levels and sources of job satisfaction. Over 140 library employees were administered a modified version of Paul Spector's Job Satisfaction Survey (JSS), a standard instrument used to measure job satisfaction of employees in non-profit and human services organizations. While both types of staff were basically satisfied with their jobs, there were significant differences in levels of satisfaction in several areas. Professionals were significantly more satisfied than paraprofessionals in the areas of enjoyment of the work itself, coworkers, appreciation and recognition, promotion, pay, and overall satisfaction. Reasons for these differences are suggested as well as possible means to bridge the gaps between the two groups. The Questionnaire Packet is appended. (Contains 14 references.) (Author/AEF)

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JOB SATISFACTION OF PROFESSIONAL AND PARAPROFESSIONAL LIBRARY STAFF AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill, North Carolina
February, 1999

Approved by:

_____
Robert M. Losee
Advisor

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Richard A. Murray. Job Satisfaction of Professional and Paraprofessional Library Staff at the University of North Carolina at Chapel Hill. A Master's paper for the M.S. in L.S. degree. February, 1999. 56 pages. Advisor: Robert M. Losee.

One of the major issues in the management of academic libraries is the dual nature of staffing: the professional and the paraprofessional. Using the Academic Affairs Library of the University of North Carolina at Chapel Hill as a case study, this project investigates whether professional and paraprofessional staff in large academic libraries experience significantly different levels and sources of job satisfaction. Over 140 library employees were administered a modified version of Paul Spector's Job Satisfaction Survey, a standard instrument used to measure job satisfaction of employees in non-profit and human services organizations.

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Introduction

Researchers across disciplines have written countless articles concerning the job satisfaction of their field's practitioners. Authors have borrowed from psychology, business administration, human resources management, and the wide umbrella of organizational science to define, measure, and interpret the significance of job satisfaction in their discipline. While a significant body of literature has been created concerning job satisfaction in the field of librarianship, librarians seem somewhat more reluctant than professionals other fields to turn their research upon themselves and study what makes them tick. The majority of the literature in library science has focused – and rightfully so – on the user: what do patrons want, how do they use it, how can librarians best provide it to them? What is sometimes forgotten is that information providers are not machines; in spite of predictions to the contrary, the day has not come in which computers have taken the place of human beings in providing information services to patrons. As such, librarians and information professionals of all types should remember that the organizational psychology that affects all other fields applies to them, too. It is imperative to recognize that factors that impact the library employee as an individual can impact his or her performance as a service provider as well. Job satisfaction is, then, as key to librarianship as to any other profession.

One library personnel issue that the literature *has* addressed repeatedly is the relationship between professional and paraprofessional library employees. Indeed, the changing dynamic between the two groups has been one of the defining issues of academic librarianship in the past twenty years. In the past, the division of labor between the two groups was clear: support staff performed those tasks considered clerical, while professional librarians did the more complex and intellectually rigorous jobs. Recent decades, however, have seen a significant blurring of the line between the two groups, and now the overlap is such that it is frequently difficult to identify a staff member as professional or paraprofessional "on sight." The library literature has addressed this and other aspects of the personnel divide, and it is encouraging that paraprofessionals and the issues that affect them have received increasing coverage in articles written by professional librarians and, increasingly, paraprofessionals themselves, who by some estimates make up 50 to 85 percent of academic library staff nationwide.[1] An unfortunate trend, however, is that many authors have written about only one group or the other, which has had the effects of making comparison difficult and, more importantly, creating (or magnifying, depending on one's point of view) an "us versus them" atmosphere. Job satisfaction studies are no different; many authors have examined professional job satisfaction, a handful have looked at paraprofessional satisfaction, but very few have attempted any sort of meaningful comparison of the two groups.

The current study hopes to make some advances in rectifying that situation. The author initiated his research with the intention of determining whether professional and paraprofessional staff in a large academic library experience significantly different levels

and sources of job satisfaction. To accomplish this goal, the Academic Affairs Library of the University of North Carolina at Chapel Hill, with a full-time staff of approximately 240 and a collection of over 4 million print volumes, was selected as a case study of a large, Association of Research Libraries institution. The results, however, should be reasonably representative of conditions of other, similar groups of professional and paraprofessional library employees.

Is job satisfaction important?

Initially, this question may seem to have an obvious answer. After all, it seems eminently logical that a happy employee is a "better" employee, which is often defined as a "more productive" employee. However, thousands of studies have been carried out seeking to establish a positive and unmistakable correlation between high job satisfaction and high productivity with nothing conclusive being proven. Researchers have attempted to correlate job satisfaction with efficiency, absenteeism, turnover, and various other aspects of performance with decidedly mixed results. Willa M. Bruce and J. Walton Blackburn explain, "Managers and workers alike pursue job satisfaction in the often naive belief that it leads directly and surely to that other workplace ideal – high performance. The fact is, however, that sometimes satisfied employees perform better, and sometimes they do not."[2] The unfortunate consequence of this lack of a clear cause and effect relationship, as Patricia Cain Smith notes, is that "[w]hen management discovers there is no guarantee of a one-to-one correlation between individual satisfaction and individual productivity, interest usually wanes."[3]

More recent research has attempted to look at job satisfaction as an antecedent of less concrete but equally important aspects of job performance. One of the most interesting areas of organizational science research in recent years has been in the area of organizational citizenship behavior (OCB), which Paul Spector defines as "behavior by an employee intended to help coworkers or the organzation."[4] OCB-inspired actions are those which are outside the employees' specific assigned tasks, or above and beyond the call of duty. D.W. Organ and M. Konovsky categorize OCB into altruistic and compliant behavior; the former involves action which helps others, such as assisting coworkers or making suggestions, while the latter involves doing one's job without needing constant supervision, such as being punctual and not wasting time.[5] The opposite of OCB is counterproductive behavior, which includes sabotage, aggression, and theft. Research seeking a relationship between job satisfaction and OCB or counterproductivity is in the early stages, but, as Spector notes, "the few available studies clearly suggest an important role for job satisfaction" in these behaviors.[6] Cynthia D. Fisher and Edwin A. Locke and others have noted that the recent trend towards correlating job satisfaction with multiact criteria such as OCB has been much more successful than earlier attempts to identify one-to-one relationships between satisfaction and individual behaviors such as absenteeism.[7] Indeed, since job satisfaction is by definition an attitudinal concept, it seems logical that its effects would be more intangible than quantifiable.

Recent trends towards more holistic views of psychology make clear the importance of work in the individual's overall enjoyment of life. A miserable employee cannot leave the dissatisfactions of an unhappy job at the office at the end of the day.

While earlier generations may have viewed their jobs predominantly as a source of income, today's employees see their careers as more. Bruce and Blackburn write, "Most of today's workers expect to derive much more satisfaction from their work then their grandparents ever dreamed was possible."[8] As the importance of job satisfaction rises in the minds of workers, they are more likely to consider it as a reason to stay with their current job or accept a job offer elsewhere. A colleague of the author's described turmoil and unhappiness at her previous library as the cause for the departure of many of its staff. Most workers have experienced or at least heard tales of the "rats deserting a sinking ship" syndrome, and an organization that has the reputation of being an unpleasant place to work may have trouble attracting new employees, especially in today's job market. Bruce and Blackburn explain, "Whether or not satisfaction and performance are directly and strongly correlated is not the issue. The issue is that in order to attract and retain qualified employees in the upcoming tight labor market, employers will have to treat people as their most important asset."[9]

Job satisfaction in recent library literature

Several studies on paraprofessional job satisfaction have been carried out since the mid-1980s, though few of them attempt any comparison with professional job satisfaction at the same libraries. Two very similar studies in Ohio and Michigan share some conclusions but differ dramatically in other areas. Both studies used Paul Spector's Job Satisfaction Survey (JSS), which was designed in the mid-1980s specifically for workers in nonprofit and human services organizations.[10]

Julie Parmer and Dennis East's 1989 study of support staff in twelve Ohio libraries used the JSS as its basis and found that overall these workers considered themselves basically satisfied.[11] They were strongly satisfied in the areas of supervision, coworkers, work, benefits, and pay, but were dissatisfied with operational procedures, communication, contingent rewards (sense of appreciation and recognition), and opportunities for promotion.

In 1994 Julie Voelck attempted to replicate Parmer and East's study using paraprofessionals in thirteen Michigan libraries.[12] Again using the JSS, Voelck's findings concurred with the initial study in that workers were satisfied with supervision, coworkers, work, and benefits, but dissatisfied with promotion and contingent rewards. The mean score for communication was near the midpoint, suggesting some workers were satisfied and a similar number were dissatisfied. Most interesting, however, was the fact that, in opposition to Parmer and East's findings, Voelck found that Michigan respondents were strongly dissatisfied with pay. It is important to note that neither Parmer and East nor Voelck included professional librarians in their studies, leaving open the possibility that differences between their findings could be due to across the board working conditions in Ohio and Michigan rather than differences only in the experiences of paraprofessionals in these states.

Donna K. Fitch used the Job Descriptive Index in her 1990 survey of Alabama paraprofessional job satisfaction.[13] Though her study broke satisfaction down into components similar to those of the JSS, she made more of an effort to look at how institutional differences such as size of university and extent of library automation

affected job satisfaction. Again, she found that pay and promotion were the least satisfying areas. Fitch's findings are somewhat difficult to compare with those of Parmer and East or Voelck, however, because she was testing significantly different variables that, as she concluded, tended to have minimal effect on job satisfaction.

A.P.N. Thapisa performed a survey of job satisfaction among support staff in British libraries, though unlike other studies an instrument that broke satisfaction down into discrete parts was not used.[14] These workers seemed less satisfied overall than did those in the other studies, with complaints that their jobs were "boring" and "inflexible" much more apparent than in the American studies. Because Thapisa's study relied more on open-ended questions, however, some specific causes of dissatisfaction were verbalized that were only hinted at in other studies. One of the greatest areas of discontent was in perceived "class distinction" between professionals and paraprofessionals, with one respondent identifying "a kind of apartheid, but based on library qualifications rather than colour of skin. The gap between library assistants and 'professional' staff is huge and totally unjust."[15] Other respondents complained that an overlap of tasks between professionals and paraprofessionals resulted in a feeling that paraprofessionals were doing essentially the same work for less compensation and respect: "within the library an artificially wide distinction is made between 'academic' and 'non-academic' staff which is reflected neither in personal qualifications nor in the demands of the job."[16] This aspect of dissatisfaction was not examined in the Ohio, Michigan, or Alabama studies, but seems to be a very real cause of discontent and resentment. Terry Rodgers also has written extensively on deprecation of support staff by

the professional, suggesting that less antagonistic relations would improve satisfaction for everyone involved.[17]

Few studies using standard instruments have been performed on professional librarians, making comparison to paraprofessional studies difficult. Nonetheless, a number of studies of particular note should be mentioned. Patricia Lanier *et al.* performed a study of professional librarian job satisfaction which found that creativity, flexibility, and recognition of librarians' skills and knowledge were sources of high satisfaction.[18] Interestingly, Gloria J. Leckie and Jim Brett's study of Canadian librarians found that "relationship with non-professional staff" was a source of great satisfaction among professional librarians, suggesting either the existence of a less classist system than in the British libraries of Thapisa's study or that professional librarians are unaware that many paraprofessionals feel deprecated.[19] Both studies found that job satisfaction of professional librarians was high.

Bonnie Horenstein studied over 600 academic librarians in the United States to determine whether faculty status and rank were related to job satisfaction.[20] She found that the greatest sources of satisfaction of the librarians in her study were relationship with patrons, relationship with coworkers, assigned duties, and variety of work. Dissatisfaction was caused by opportunities for promotion, recognition of accomplishments, and salary.

One of the most significant studies is Patricia Kreitz and Annegret Ogden's 1990 survey of professionals and paraprofessionals in the nine libraries of the University of California system.[21] Kreitz and Ogden created a questionnaire intended to measure job

satisfaction as well as frequency of job activities in order to measure the overlap of tasks identified as a cause of dissatisfaction in Thapisa's study. They found a significant overlap of responsibilities and, like Thapisa, concluded that this blurring of duties resulted in a perception among paraprofessionals that they performed the same work for less compensation. Though Kreitz and Ogden found that both types of library staff were generally satisfied, there was a wide gap between the two groups, most notably in the areas of promotion, influence, and job development.

Each of these studies has made important contributions in understanding paraprofessional job satisfaction, but all except Kreitz and Ogden's study focus exclusively on either paraprofessional or professional staff, making it difficult to conclude whether the satisfaction or dissatisfaction felt by support staff is caused by the organization as a whole (and would therefore be shared by professionals), or whether conditions for the two groups are sufficiently different to cause significant differences in satisfaction.

Definitions

For the purposes of this study, paraprofessionals will be defined as those library employees in positions that do not require a Master's of Library Science. There has been great debate in the library community and in the library management literature as to the preferred terminology for this class of workers, with suggestions including "non-professional," "sub-professional," and "library associate." This study will use the two most accepted terms, "paraprofessional" and "support staff." Professional librarians are

those in positions that require an M.L.S. For the questionnaire's biographical item in which respondents were asked to identify themselves as professional or paraprofessional, the terms "EPA" (exempt from the State Personnel Act) and "SPA" (subject to the State Personnel Act) were used as these are the terms with which many library employees are most familiar.

Paul Spector's definition of job satisfaction will be used in this study as his measurement instrument is used. He refers to job satisfaction as "a cluster of evaluative feelings about the job" and identifies nine facets of job satisfaction that are measured by the JSS:[22]

1. *Pay* - amount and fairness or equity of salary
2. *Promotion* - opportunities and fairness of promotions
3. *Supervision* - fairness and competence at managerial tasks by one's supervisor
4. *Benefits* - insurance, vacation, and other fringe benefits
5. *Contingent rewards* - sense of respect, recognition, and appreciation
6. *Operating procedures* - policies, procedures, rules, perceived red tape
7. *Coworkers* - perceived competence and pleasantness of one's colleagues
8. *Nature of work* - enjoyment of the actual tasks themselves
9. *Communication* - sharing of information within the organization (verbally or in writing)

Methodology

In order to measure the job satisfaction of professional and paraprofessional staff in an academic library, the Academic Affairs Library at the University of North Carolina at Chapel Hill was used as an example of a large Association of Research Libraries institution. When informed of the author's intent to carry out this study, administrative staff at the library reacted positively and expressed great interest in the results. The

request was made that the author send surveys to all library employees rather than a sample of the population.

In an attempt to partially replicate the Ohio and Michigan studies, respondents were asked to complete a slightly modified version of Spector's Job Satisfaction Survey. In the JSS, each of Spector's nine facets of job satisfaction is addressed through four statements to which the respondent is asked to react using a six step Likert scale of "disagree very much," "disagree moderately," "disagree slightly," "agree slightly," "agree moderately," and "agree very much." About half of the items are worded in a positive manner ("I like my immediate supervisor") and the other half in a negative manner ("My immediate supervisor is unfair to me"); negative items are reverse-scored. Assigning a value of 1 to "disagree very much" and 6 to "agree very much" means that, with four questions per facet of satisfaction, the minimum value is 4 (4 x 1) and the maximum value is 24 (4 x 6), with a mean of 14. Therefore values below 14 indicate the respondent is basically dissatisfied in this area, while a value above 14 indicates that he or she is satisfied. By compiling the data for each of the nine areas, it becomes apparent which facets are sources of satisfaction and which are sources of dissatisfaction. To gauge a respondent's overall satisfaction, numerical results of the JSS are used, with a minimum possible score of 36 (36 x 1) and a maximum of 216 (36 x 6), with a mean of 126.

Following the example of Voelck, minor modifications were made in the wording of the JSS in hopes of minimizing confusion. "Benefits" was changed to "benefits package" to make it clear that the question referred to fringe benefits such as vacation and insurance as opposed to intangible benefits. "Supervisor" was changed to "immediate

supervisor" in hopes that the respondent would evaluate only his or her immediate supervisor, with whom he or she had the most experience. These are the same revisions in wording made by Voelck in her study.[23] Additionally, Spector's item "My supervisor is quite competent in doing his/her job" was changed to "My immediate supervisor is quite competent in doing his/her job as a manager." This change was made because many managers in the library supervise as only part of their tasks, and respondents were to evaluate their skills as managers rather than, for example, their skills as reference librarians or catalogers.

At the end of the thirty-six questions that make up Spector's JSS, a final item was added: "I am satisfied with my job." This item was intended to get the respondent's gut reaction to the very general concept of job satisfaction as opposed to the more complex definition measured by the JSS. Finally, respondents were asked to identify themselves as professionals or paraprofessionals.

The survey was distributed in November 1998 to the 240 permanent staff employed by the UNC-Chapel Hill Academic Affairs Library at that time. Of that number, 89 surveys were sent to professional librarians and 151 were sent to paraprofessional staff. Respondents were given approximately two and a half weeks to complete their surveys. This questionnaire was attached as a section of a larger all-staff survey that had been created by several library committees. However, it was made clear to respondents that the results of the job satisfaction section of the survey would be used for this study. (The entire survey packet and its cover letters are included as an appendix

to this document). No data collected from other sections of the survey packet are included in this study.

Results

One hundred forty-five completed surveys were returned for a response rate of 60.4%. Of these, 59 were returned by professional librarians and 86 by paraprofessionals, making the response rate for the two groups 66.3% and 57.0% respectively. An additional ten surveys were returned on which respondents did not indicate whether they were professional or paraprofessional; these surveys were deemed unusable for the purposes of this study and were discarded.

Table 1 presents the job satisfaction mean scores for the nine JSS categories and overall satisfaction for UNC Academic Affairs Library employees as a whole. For comparative purposes, the table also includes the same information for over 3,000 respondents used in Spector's development of the JSS.

Library employees score higher than Spector's group in nature of work, coworkers, communication, contingent rewards, benefits, operating procedures, and overall satisfaction. The largest difference is in the area of communication, in which library employees are quite a bit more satisfied (16.05) than Spector's respondents (14.0). Library employees are slightly less satisfied than Spector's group in the areas of supervision, promotion, and pay. The only areas in which library employees as a whole score below the scale's median (14.0) are operating procedures, promotion, and pay.

indicating that these are the only areas in which library employees are generally dissatisfied.

Table 1: Job Satisfaction of UNC Library Employees and Spector's Respondents

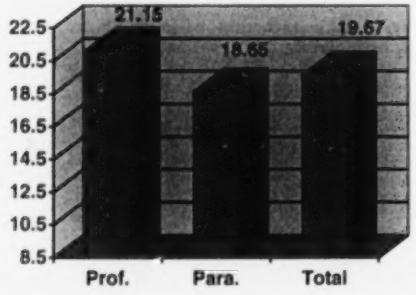
Job Dimensions	UNC Mean	UNC SD	SPECTOR Mean	SPECTOR SD
Nature of work	19.67	3.46	19.2	4.4
Supervision	19.42	5.20	19.9	4.6
Coworkers	19.02	3.60	18.8	3.7
Communication	16.05	4.47	14.0	5.0
Contingent Rewards	14.17	5.19	13.4	5.1
Benefits	14.04	4.25	13.1	5.0
Operating Procedures	13.43	3.84	12.5	4.6
Promotion	10.95	5.27	11.5	5.1
Pay	10.34	5.00	10.5	5.1
Overall	137.08	25.97	133.1	27.9

In addressing the differences between professional and paraprofessional library staff, it is useful to look at responses by JSS category in order from area of highest satisfaction for the library as a whole to lowest satisfaction. For each category, a t-test for equality of means was run to determine areas in which a statistically significant difference between the two groups exists.

Nature of Work

Figure 1 presents mean scores of professionals, paraprofessionals, and the library as a whole in the nature of work category. While both groups are well above the scale's median of 14.0, only professionals scored above Spector's mean of 19.2. The difference between the two groups is statistically significant ($p < .001$); in fact, the differences between the means on all four questions in this category are significant at the .01 level.

Figure 1: Nature of Work



The responses to item 17, "I like doing the things I do at work," are typical of the responses in this category. The mean response to this item on the 1-6 Likert scale for professionals is 5.37, while paraprofessionals average 4.82 (t-test $p < .001$). Not a single professional disagreed with this question (that is, responded with 1, 2, or 3), while 12.9% of paraprofessionals did. At the opposite extreme, 44.1% of professionals agreed very much versus only 27.1% of paraprofessionals.

Despite the significant difference between the two groups, professionals and paraprofessionals score very highly in this area. In fact, the nature of the work itself is the area of greatest satisfaction for professional librarians – their mean score of 21.15 is

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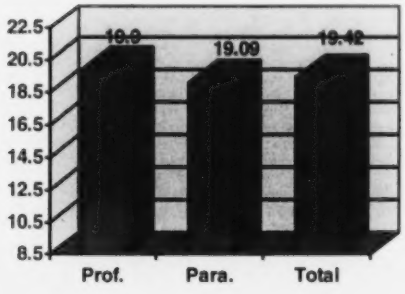
extraordinarily high considering that 24.0 is the maximum possible score in this category. This area is the second greatest area of satisfaction for paraprofessional employees. It is logical that enjoyment of the work itself would be high for both types of library employees as the unique nature of the job is one of the main attractions of the profession. It seems likely that the appeal of the activities involved in library employment is one of the reasons workers choose library positions over higher-paying jobs in other fields. It also makes sense that librarians score so highly in this area because their experiences in M.L.S. programs should give them an idea of the activities they will be performing in their careers, giving them the opportunity to rethink their career choice if they find they do not enjoy the activities associated with librarianship.

Supervision

Figure 2 shows levels of satisfaction for both groups and the library as a whole in the area of supervision. Both groups score very highly in this area; the difference is not statistically significant. UNC librarians score exactly at Spector's average of 19.9, with paraprofessionals minimally lower at 19.09; this category is the area of highest paraprofessional satisfaction. However, the standard deviations in mean scores in this category are among the highest of all areas, indicating that feelings towards supervisors vary more widely than feelings toward other areas.

Figure 2: Supervision



The SPA Forum, the library's elected paraprofessional staff organization, has spent much of its time in recent years discussing perceived discontent with supervision among support staff. The response elicited by this survey, however, suggests that paraprofessionals are much more satisfied with their immediate supervisors than the organization had suspected.

Coworkers

Mean scores in the coworkers category are presented in Figure 3. Again, both groups are well above the median, indicating that employees are very satisfied with their colleagues, though paraprofessional satisfaction is slightly lower than Spector's average. Somewhat surprisingly, the difference between the two groups is statistically significant ($p < .05$).

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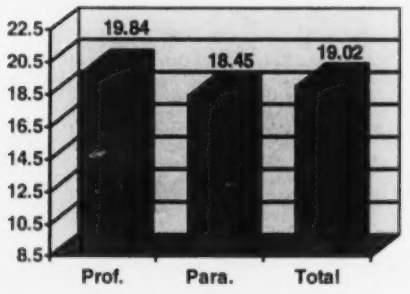
Figure 3: Coworkers



The difference in this category comes mostly from item 25, "I enjoy my coworkers," which has a professional mean of 5.37 and a paraprofessional mean of 4.95 (t-test $p < .05$). No professionals disagreed with this item, while 8.2% of paraprofessionals did. The vast majority of professionals (93.3%) chose the two highest answers for this item as opposed to 76.5% of paraprofessionals. Even more interesting is the fact that item 7, "I like the people I work with," which seems to be an almost identical statement, elicited very different responses than item 25; the two groups responded to item 7 almost identically. It is difficult to hypothesize why two such similar items were received so differently by respondents. Item 25 is the only one of the four items in this category in which the difference between the two groups is statistically significant at the .05 level.

Two respondents felt compelled to write in comments to item 16, "I find I have to work harder at my job than I should because of the incompetence of people I work with." One librarian agreed with the statement after crossing out "people I work with" and writing in "my supervisor," while one paraprofessional agreed after making a similar substitution of "student employees."

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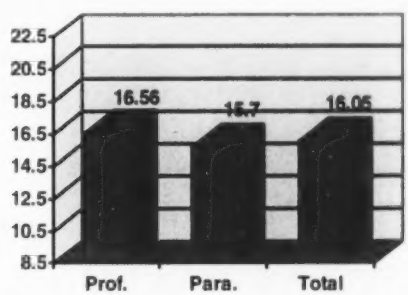
Communication

Figure 4 presents the results of the communication category. This area is one of satisfaction for both groups, but although the means for both groups are above that of Spector's data set, communication is not as great a source of satisfaction as the previous three areas. Professional employees are somewhat more satisfied with communication within the library than their paraprofessional counterparts, but there is not a statistically significant difference in mean scores for this category, and none of the four items elicited responses that differed significantly.

Figure 4: Communication



Though both groups are basically satisfied with this area, responses were not as enthusiastically positive as those in other areas. Extremely negative reactions, however, were also rare. For example, on item 9, "Communications seem good within this organization," 41.4% of all respondents chose the two middle responses, "disagree slightly" and "agree slightly." This reaction suggests that library employees are content with communication but do not find it a source of particular passion.

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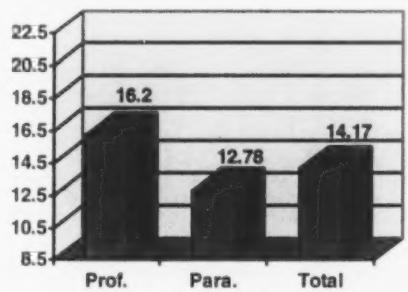
Contingent Rewards

Figure 5 shows mean scores for respondents in the area of contingent rewards. This area sees the second largest difference between the means of the two groups; professionals score almost 3.5 points higher than paraprofessionals on this scale. Professional librarians are basically satisfied with appreciation and recognition while paraprofessionals are basically dissatisfied, scoring 1.22 points below the median and .62 points below Spector's average. The difference between the professional and paraprofessional means is statistically significant ($p < .001$), and three of the four items in this area are significant at the .01 level (the fourth is significant at .05).

Figure 5: Contingent Rewards



A typical item in this category is item 14, "I do not feel that the work I do is appreciated." The professional mean for this item is 2.56, while the paraprofessional mean is 3.22 (remember that negatively-phrased items such as this one are reverse-scored). One-third of professionals (33.9%) disagreed very much with this item compared to only 15.3% of paraprofessionals. Similarly, paraprofessionals were three times as likely to agree very much with this item (10.6% versus 3.4%). Responses to

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other items in this category were similar; 28.6% of paraprofessionals agreed very much with item 23, "There are few rewards for those who work here," as opposed to only 5.2% of professionals.

It is interesting that the paraprofessional mean in the area of contingent rewards is so much lower than the mean for supervision since a large part of the appreciation a worker feels comes from his or her supervisor. The fact that paraprofessionals are extremely satisfied with their supervisors but dissatisfied with appreciation and recognition suggests several possible explanations. First, it is possible that employees are satisfied with their supervisors in all areas except appreciation so they still rate their supervision highly, but this theory seems unlikely since it is doubtful that workers who feel extremely unappreciated by their supervisors would have positive overall feelings about them. A second possibility is that employees feel appreciated by their supervisors but think there are other sources of appreciation and recognition that they should be receiving but are not. This recognition could come from coworkers, patrons, or any number of other sources. This factor probably has at least some impact on dissatisfaction with contingent rewards, and the library has established a standing Employee Appreciation & Recognition Committee that has tried to boost employee morale by hosting functions such as all-staff coffee breaks, a holiday party, and an annual staff appreciation luncheon.

The most likely reason for the difference between satisfaction in the areas of supervision and contingent rewards is that some items in the contingent rewards category are phrased in such a way that pay and promotion are probably considered by some

respondents as they fill out the questionnaire. Responses to items such as "There are few rewards for those who work here" and particularly "I don't feel my efforts are rewarded the way they should be" are almost certainly based at least partially on the respondent's attitudes towards his or her pay and promotion, which are the two areas of the survey on which library employees scored the lowest. Though Spector clearly tried to separate pay and promotion from contingent rewards in developing the JSS, a weakness of the instrument is that the wording in this category is so open to interpretation that data is likely tainted by feelings from other aspects of satisfaction.

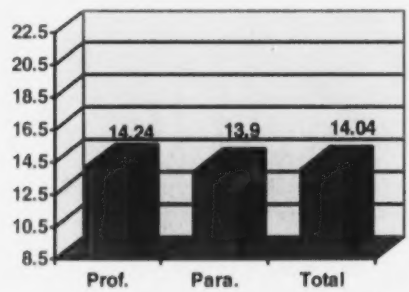
Despite this source of interference in the results of the contingent rewards category, it is clear that there are strong differences between professional and paraprofessional groups in the areas of appreciation and recognition. Items such as "When I do a good job, I receive the recognition for it that I should receive" are very clear in their intention, and even without the interference of pay and promotion issues, the differences between the two groups' responses are clear. The dissatisfaction on the part of support staff in this area is reminiscent of suggestions by Thapisa and Rodgers that paraprofessionals often feel a lack of respect for their contributions to the library.

Benefits

Figure 6 presents the mean scores of library employees in the area of benefits. The mean scores for both groups hover right around the median of 14.0, but both groups are slightly above Spector's average of 13.1. These results indicate that benefits are a source of neither satisfaction nor dissatisfaction for employees; they are basically neutral

in their feelings about their benefits package. With a difference between the means of the two groups of only .34, this is the category in which the two groups differ the least. The difference in means is not statistically significant.

Figure 6: Benefits



While responses are overall quite neutral to this category, the item to which reactions were the strongest was item 29, "There are benefits we do not have which we should have"; the mean responses on the 1-6 Likert scale were 4.25 and 4.54 for professionals and paraprofessionals respectively. Because only a single respondent wrote a comment on this question (one paraprofessional who suggested staff should have paid maternity leave), it is difficult to guess what benefits staff feel they should receive, or even whether they are thinking of something specific or just that they would like *something* more. Previous studies of employees at the university as a whole have indicated that the extreme scarceness of convenient and affordable parking is a major source of concern, so it seems likely that this is at least one of the benefits library employees would like to see improved.

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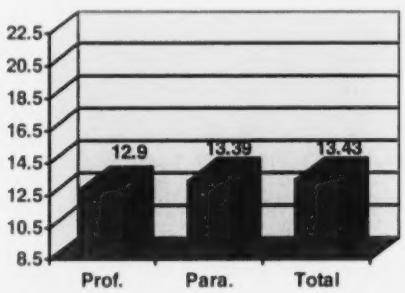
Operating Procedures

Figure 7 shows the mean scores for satisfaction relating to operating procedures. Interestingly, this is the only JSS category in which paraprofessionals are more satisfied than professionals, or, more accurately in this case, less dissatisfied. Both groups are slightly dissatisfied with this area, scoring just below the median of 14.0, but above Spector's mean of 12.5. The difference between the two groups is not statistically significant.

Figure 7: Operating Procedures



As with communication and benefits, operating procedures are not a source of great emotion for most respondents; most employees are only slightly dissatisfied with this area. Responses for most of the items tend to cluster towards the middle. Interestingly, there is a single item on which there is a large and statistically significant difference between the two groups: item 31, "I have too much paperwork" ($p < .01$). Professional librarians were overwhelmingly more likely than their paraprofessional counterparts to agree with this item (69.7% versus 46.5%).

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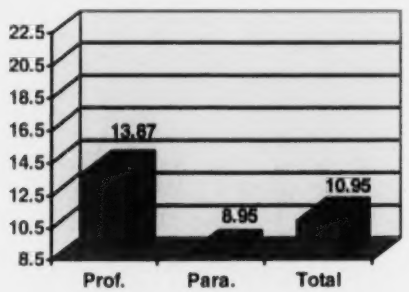
Promotion

Figure 8 presents the results in the area of promotion. Professionals score only slightly below the median and somewhat above Spector's average, while the paraprofessional score is very low at 8.95. Promotion is the area in which paraprofessionals are least satisfied, and their extremely low score is as remarkable as the professionals' extremely high score in nature of work. This area is the one in which the two groups differ the most, with a difference in means of 3.42 and statistical significance at the .001 level; three of the four items in this area are significant at .001.

Figure 8: Promotion



Responses to item 11, "Those who do well on the job stand a fair chance of being promoted," are typical of the responses in this category. Paraprofessionals were three times more likely to disagree very much than professionals (37.6% to 12.7%). Similarly, professionals were three times as likely to agree very much (7.3% to 2.4%). Even more striking are responses to item 33, "I am satisfied with my chances for promotion"; paraprofessionals were four times as likely to disagree very much (44.2% versus 11.1%), and professionals were over five times as likely to agree very much (18.5% versus 3.5%).

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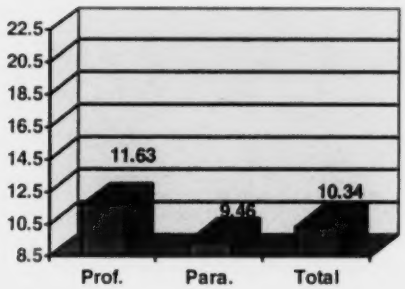
Strong paraprofessional dissatisfaction in the area of opportunities for promotion is likely proof of the fact that they are aware of the limited opportunities for support staff advancement in the university system. Many paraprofessionals begin their employment at the highest level they will ever attain, hitting the "glass ceiling" as soon as they are hired. The lack of the M.L.S. prevents paraprofessionals from climbing any higher than the level of Library Technical Assistant, though most never advance beyond Library Assistant, the next lower classification. Professionals, on the other hand, have an advancement series parallel to that of faculty, with librarians able to progress from Assistant Librarian to Associate Librarian to Librarian over time. Indeed, the expectation is that librarians *will* advance, while the expectation is that support staff will not. Librarians also have the possibility of applying for and getting new jobs at higher levels of responsibility (e.g., department head, administration), while paraprofessionals do not. These realities of library employment (and the resulting dissatisfaction on the part of paraprofessionals) support Allen B. Veaner's assertion that academic librarianship is discontinuous; that is, there exist two categories of employee separated by a "fence" rather than existing along a continuum: "it is possible to talk, see, and hear through the fence but one cannot cross it...."[24] As a result, Veaner suggests, paraprofessionals should be expected to ask, "Why are nonacademic staff unable to advance to the highest grade of their employment series in the same manner as librarians and faculty advance through their academic ranks?"[25] The low scores in the area of promotion in this study suggest that paraprofessionals at UNC share this perception.

It is also possible that professional librarians are likely to compare their opportunities for promotion to those of their counterparts at other libraries, while paraprofessionals may be comparing their opportunities with those of employees in other professions. Librarians have in many ways tied themselves to their profession by earning the M.L.S., while paraprofessionals have not and therefore may be more likely to look at what is going on in other, non-library organizations. This is certainly not to say that paraprofessionals are not devoted to their careers – many at UNC have put in more than twenty years at the library – but most are probably not as likely to "wear blinders" and choose not to look at conditions outside the library world as professional librarians are.

Pay

Figure 9 shows the mean totals for responses in the pay category. Scores are well below the median for both groups, though professionals score somewhat above Spector's average of 10.5. Pay is the area of greatest dissatisfaction for professionals. Paraprofessionals score even lower, but they are slightly less dissatisfied with pay than they are with promotion. The difference between the means for the two groups is statistically significant at the .01 level.

Figure 9: Pay



Interestingly, only two of the four items in this category elicited statistically significant responses. Both groups disagreed strongly with item 1, "I feel I am being paid a fair amount for the work I do," and both agreed strongly with item 10, "Raises are too few and far between." In contrast, responses were quite different to item 19, "I feel unappreciated by the organization when I think about what they pay me." On the six-point Likert scale, the professional mean is 3.24 and the paraprofessional mean is 4.27 ($p < .001$). Paraprofessionals were almost three times as likely to agree very much with this item than professionals (38.4% to 13.6%). This difference suggests that paraprofessionals may be more likely to feel their personal value (in the non-financial sense) is affected by their salary, while professionals may be dissatisfied with their paycheck but do not allow it to make them feel unappreciated. The results of this question support the earlier hypothesis that paraprofessionals were more likely to let pay affect their responses to items in the contingent rewards category than professionals.

The possible explanations for this large difference in reaction to these questions are similar to those suggested for promotion: some tangible and based on the system in which employees operate, and others more emotional. A reality is the fact that, regardless

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of whether the differences in salary are justified or not, professional librarians at UNC make significantly more money than paraprofessionals: the starting salary for entry level librarians at UNC in 1998 was approximately $10,000 more than that for newly-hired support staff. The cost of living in the Chapel Hill area is high, and paraprofessional starting salaries of $19,000 or less make it difficult or impossible to live in the town. This is not to suggest that UNC librarians are able to live extravagantly on their salaries, but the simple fact is that it is more likely that librarians are satisfied with being able to live frugally in Chapel Hill than support staff are satisfied with not being able to live in town at all.

As with the area of promotion, it is also possible that librarians are more likely to compare their salaries with those of other librarians, while paraprofessionals may look at those in other, higher-paying jobs for comparison. Again, the librarian takes a proverbial "vow of poverty" when choosing to enroll in library school because he or she knows that most librarians do not become wealthy; paraprofessionals, regardless of how dedicated they are to their jobs, have not made the same kind of educational commitment. It is also possible that, as suggested by Thapisa, Rodgers, Kreitz and Ogden, and others, paraprofessionals at UNC perceive that they are doing basically the same work as professionals for less compensation. This resentment would likely manifest itself in strong feelings of dissatisfaction in the area of pay on the part of support staff. Because of the nature of the items on the JSS, however, it is not possible to identify this sentiment positively from these findings.

Library administration has long argued that paraprofessional pay and promotion, though a great source of concern, are areas in which the library's hands are tied. Since UNC library employees are part of the state personnel system, library administrators say there is little they can do to raise salaries or increase opportunities for advancement.

Table 2 summarizes job satisfaction mean scores for both groups along with two-tailed significance of t-tests for equality of means.

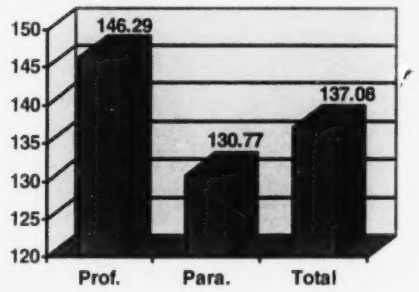
Table 2: Summary of Satisfaction for UNC Professionals and Paraprofessionals

JOB DIMENSIONS	PROFESSIONALS Mean	SD	PARAPROFESSIONALS Mean	SD	T-TEST SIG. (2-tailed)
Nature of Work	21.15	2.46	18.65	3.69	.000
Supervision	19.90	4.80	19.09	5.47	.362
Coworkers	19.84	2.80	18.45	3.98	.023
Communication	16.56	4.46	15.70	4.46	.255
Contingent Rewards	16.20	4.94	12.78	4.92	.000
Benefits	14.24	4.69	13.90	3.94	.640
Operating Procedures	12.90	3.96	13.39	3.74	.175
Promotion	13.87	5.17	8.95	4.35	.000
Pay	11.63	4.91	9.46	4.35	.010
Overall	146.29	23.34	130.77	25.92	.000

Overall Satisfaction

Mean JSS scores for both groups and the library as a whole are presented in Figure 10. These scores are calculated by adding together the totals in all nine areas of the JSS. Both groups and the library as a whole score above the median of 126.0, indicating that UNC library employees are satisfied with their jobs. At 146.29, professional librarians score far above both the median and Spector's mean of 133.1. Paraprofessionals score 130.77, which is above the median but slightly below Spector's average. The difference of the means is statistically significant ($p < .001$).

Figure 10: Overall Satisfaction



When designing the study, item 37, "I am satisfied with my job," was added to measure the gut reactions of respondents and their own perceptions of their satisfaction. Again, the difference between the two groups is statistically significant at the .001 level. The mean score for professionals on this item is 5.00, while the mean for support staff is 4.34. Only 3.4% of professionals disagreed with this item compared to 22.1% of paraprofessionals. At the opposite extreme, 81.0% of professionals chose the two highest

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responses ("agree moderately" and "agree very much") as opposed to 54.6% of paraprofessionals.

Comparison with Previous Studies

Table 3 presents a comparison of JSS mean scores for paraprofessionals at UNC, Michigan (in Voelck's study) and Ohio (in Parmer and East's study). Although UNC paraprofessionals are more satisfied than those in Michigan and Ohio in some areas (notably nature of work, coworkers, and communication), the mean total score is somewhat lower than in the other two studies. Much of the difference comes in the two sources of greatest dissatisfaction: pay and promotion. If these two categories are removed from all three studies, UNC's mean score is higher than Ohio's and only half a point lower than Michigan's. As these are the two areas over which UNC library administrators argue they have least control, it is reassuring that figures for the other seven categories compare favorably with other institutions.

The findings regarding UNC support staff satisfaction are similar to those of the previous two studies. Supervision, coworkers, and nature of work are areas of great satisfaction for paraprofessionals in all three data sets. Similarly, promotion is an area of great dissatisfaction for all three groups. The most significant difference is that pay, which is a source of satisfaction in the Ohio study, is a source of strong dissatisfaction for both UNC and Michigan paraprofessionals.

Table 3 : Comparison of UNC, Michigan, and Ohio Paraprofessional Satisfaction

Job Dimensions	UNC		MICHIGAN		OHIO	
	Mean	SD	Mean	SD	Mean	SD
Supervision	19.09	5.47	19.13	4.74	18.41	5.57
Nature of work	18.65	3.69	18.56	4.35	16.58	4.27
Coworkers	18.45	3.98	17.02	4.28	17.44	4.02
Communi-cation	15.70	4.46	14.09	4.50	14.07	4.77
Benefits	13.90	3.94	16.11	4.78	16.29	4.40
Operating Procedures	13.79	3.74	14.85	4.11	14.19	4.47
Contingent Rewards	12.78	4.92	13.16	5.00	13.90	5.35
Pay	9.46	4.90	11.93	5.16	14.93	4.26
Promotion	8.95	4.35	9.28	4.20	10.15	4.85
Overall	130.77	25.97	134.13	26.05	135.96	29.22

It is somewhat more difficult to make comparisons to Kreitz and Ogden's California study since they did not use the JSS as their survèy instrument. Like Kreitz and Ogden, this study found a large gap in levels of satisfaction between professionals and paraprofessionals in the area of promotion. The other two areas in which Kreitz and Ogden found a large difference, influence and job development, are harder to match with JSS categories, but they are probably most similar to issues addressed by the contingent rewards area, in which UNC professionals and paraprofessionals also experience a large gap.

Conclusions

The results of this study indicate that employees at the Academic Affairs Library of the University of North Carolina at Chapel Hill are satisfied with their jobs, though professional librarians are significantly more satisfied than support staff. While the library should be pleased that both groups are satisfied, the fact that such strong differences exist in some areas should be addressed. Library administrators have argued convincingly in the past that their hands are tied in the two areas of greatest dissatisfaction – pay and promotion – because of limitations inherent in the state personnel system. They are, however, to be commended for continuing to make efforts to improve the situation by working with colleagues within the 16-campus UNC system and at other universities nationwide. Until such time as real changes take place, however, paraprofessionals who are strongly dissatisfied with their pay and promotion must decide whether these frustrations outweigh the satisfying aspects of their jobs. It may seem harsh to suggest that employees who are hopelessly unhappy with their salary and opportunities for promotion look for jobs elsewhere. Unfortunately, the existence of the discontinuous staffing system described by Veaner in academic libraries makes it unlikely that the barrier between professional and paraprofessional career paths that has existed for so long will be changing in the near future. It has been argued that this dual career track is an unfortunate but necessary evil in the well-established American university library environment. Many UNC paraprofessionals, finding that they enjoy librarianship but are frustrated by the lack of advancement possible for support staff, have chosen to enroll in M.L.S. programs to open new career opportunities. The fact that both UNC-Chapel Hill

and nearby North Carolina Central University in Durham have library schools makes pursuing the degree while continuing to work relatively convenient for those so inclined. Librarians should continue to make clear the limitations of the support staff career track and encourage interested paraprofessionals to pursue the M.L.S. if they so desire.

It is important to recognize, however, that not all paraprofessionals are willing or able to earn the M.L.S. and move into professional positions at UNC or elsewhere. Not all paraprofessionals want to become librarians, and as a result it is important to make conditions as positive as possible for all support staff. While pay and promotion are areas over which many libraries have little control, contingent rewards can be improved for *all* employees regardless of a library's budget or environment. It is promising that appreciation and recognition are areas of satisfaction for professionals at UNC, and an increase in satisfaction for paraprofessionals would probably go a long way towards compensating for pay- and promotion-based frustration. The library should be commended for establishing and supporting a very active Employee Appreciation & Recognition Committee, which in addition to its current activities is making great strides towards creating a formal staff recognition program in 1999 based on employee interest. Paraprofessional staff should be encouraged to participate actively in library and campus-wide committees to increase the perception that their opinions are taken seriously and that their input is valued. Recent search committees for professional positions have included support staff, which is a strong statement that paraprofessionals are important. Further action in these directions would improve satisfaction in appreciation and recognition for all employees.

It is important, however, to not concentrate solely on areas in which professionals and paraprofessionals differ, but to look also at key similarities between the groups. Both types of employees demonstrate in the study that they are strongly satisfied with their supervision, coworkers, and the nature of the work they do. Areas in which both groups share common satisfaction create a foundation on which efforts to bridge the gap can be based. For example, since the type of work that employees do is an area of satisfaction for both groups, efforts should be made to find out what employees like about their jobs, and as much as is practical, workers should be allowed to concentrate on the tasks they enjoy doing. Furthermore, an awareness of the activities of other positions within an employee's own department or in other areas of the library allows him or her to identify positions which involve as much of his or her preferred activities as possible. In this manner, when jobs become vacant, employees can apply for transfers to positions that cater to their personal strengths and interests, thereby increasing both satisfaction and, presumably, job performance.

While the UNC-Chapel Hill Academic Affairs Library has been used as a case study of a large ARL institution, other libraries with similar groups of professional and paraprofessional staff can learn from this study. The fact that paraprofessional satisfaction levels in the UNC study are comparable to those of support staff in Ohio and Michigan suggest that the findings of this project are reliable; as a result, it is likely that satisfaction gaps between professionals and paraprofessionals established at UNC are present in other libraries as well. Consequently, other libraries can examine ways in which they can build on their strengths and work on their weaknesses to attempt to bridge

the gap. Many other university libraries face similar budgetary and personnel limitations to those described at UNC, and while this is not an excuse for the nation's libraries to give up on efforts to improve paraprofessional pay and opportunities for promotion, it does provide an impetus for real efforts to improve aspects of job satisfaction that are more doable. Appreciation and recognition, for example, cost nothing. All employees, regardless of type or level within the organization, need to feel that others appreciate their efforts. By taking steps to improve job satisfaction of all employees, libraries will be able to augment staff morale, increase organizational citizenship behavior, and, hopefully, improve staff performance.

APPENDIX:

QUESTIONNAIRE PACKET

November 16th, 1998

Fellow employee,

On behalf of the Academic Affairs Library SPA Forum, Staff Development Committee and Employee Appreciation and Recognition Committee, we ask that you take a few minutes to carefully read and thoughtfully respond to the enclosed survey. This survey is being mailed to all permanent, full-time library staff and covers such areas as training, staff development, orientation, recognition, and communication. The results of the survey will be used in a number of ways. The Staff Development Committee will use the results as feedback on past programs and suggestions for future topics. The Employee Appreciation and Recognition Committee will use the results to institute a formal recognition program. Also, the SPA Forum will publish the results of the survey and will host a public presentation in the spring. In addition, your responses will aid a fellow employee in the gathering of data to be used in a master's paper for the School of Information and Library Science at UNC-CH.

Please use any space on the survey questionnaire to write additional comments.

Please note: all responses are completely anonymous. Mail the completed survey in the envelope we have included no later than **Thursday, December 3rd, 1998** to:

Richard Murray
Monographic Cataloging
CB # 3914, Davis Library

OR hand it in to a Survey Subcommittee member when they walk the campus for survey collection on **Tuesday, December 1st, 1998**. (You will be notified by email of the collection times).

OR bring it with you to the *Employee Appreciation & Recognition Committee Coffee Break* **Thursday, December 3rd, 1998,** 9:30 a.m. to 10:30 a.m.

Again, we thank you for your time and appreciate your honest and thoughtful responses.

Tiffany Eatman Allen
Chair, Employee Appreciation & Recognition Committee
Chair, SPA Forum

Page Life
Chair, Staff Development Committee

November 16th, 1998

Dear Colleague,

We are conducting a study of library employee attitudes and opinions on a variety of topics such as training needs, communication, staff development, employee recognition, and job satisfaction. The results of this survey will be used by the Staff Development Committee, Employee Appreciation and Recognition Committee, and SPA Forum to plan programs that will be of interest to staff members. Additionally, Richard Murray of Monographic Cataloging will be using the results of the job satisfaction section as the basis for his master's paper at the School of Information and Library Science, UNC-CH.

Attached to this letter is a questionnaire that contains a number of statements to which you will be asked to respond. Please look over the questionnaire and, if you choose to do so, complete and return it.

Do not write your name on this questionnaire. We do not need to know who you are. The results of this project will be summarized and made available to the SPA Forum Survey Subcommittee and as part of a master's paper in the SILS Library. We guarantee that your responses will not be identified with you personally. Nothing you do or say will in any way influence your present or future employment with the University.

We hope you will take a few minutes to complete this questionnaire and to return it in the envelope we have provided. Your participation is voluntary and there is no penalty if you do not participate.

Sincerely,

Richard Murray
Monographic Cataloging
CB #3914, Davis Library
(919) 962-0157

Tiffany Eatman Allen
Copy Cataloging
CB #3914, Davis Library
(919) 962-0162

You may contact the UNC-CH Academic Affairs Institutional Review Board at the following address and telephone number at any time during this study if you have questions or concerns about your rights as a research subject.

Academic Affairs Institutional Review Board
Dr. David Eckerman, Chair
CB #4100, 201 Bynum Hall
(919) 962-7761

Please respond to the items in this section using the following scale:

Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	2	3	4	5	6

	Disagree very much					**Agree very much**
1. I am informed of library-wide events and programs.	1	2	3	4	5	6
2. Library-wide program information is communicated in a timely manner.	1	2	3	4	5	6
4. Within the library organization, I feel I am encouraged to provide comments and feedback.	1	2	3	4	5	6
5. I feel my comments and feedback are taken into consideration.	1	2	3	4	5	6
6. If I do not understand job related procedures, I feel comfortable asking for assistance.	1	2	3	4	5	6

3. How do you learn about upcoming events?

(Please check all that apply)

_____email ____ flyers _____coworker _____supervisor

_____department head _____*Library Staff Newsletter* _____library web page

_____verbal announcements

_____other:_____

7. I know who to contact in the library for assistance with:

computers	_____Yes	_____No
safety and security situations	_____Yes	_____No
procedural issues	_____Yes	_____No
personnel matters	_____Yes	_____No

8. I am informed of developments and activities in my own department.	1	2	3	4	5	6
	Disagree very much					**Agree very much**
9. I am informed of changes occurring library-wide.	1	2	3	4	5	6
10. I am informed of events occurring on campus.	1	2	3	4	5	6
11. I was adequately trained to perform my job duties.	1	2	3	4	5	6
12. I receive adequate training when new technology is introduced relating to my job duties.	1	2	3	4	5	6
13. It is easy to get supplies and equipment I need to do my job.	1	2	3	4	5	6
14. I feel comfortable using online resources necessary for my job (e.g., the world wide web and email).	1	2	3	4	5	6
15. When new procedures for doing my job are adopted, I feel I receive sufficient training on the change.	1	2	3	4	5	6
16. My immediate supervisor conducts regularly scheduled evaluations of my work.	1	2	3	4	5	6
17. I receive formal evaluation of my work annually.	1	2	3	4	5	6
18. I feel there is effective oversight of my immediate supervisor.	1	2	3	4	5	6
19. My job duties are clearly defined by my supervisor in my	1	2	3	4	5	6

work plan.

20. My work plan accurately reflects my day-to-day activities.	1	2	3	4	5	6
21. I feel my supervisor spends adequate time and consideration on my work plan.	1	2	3	4	5	6
22. I have the opportunity to set goals above the normal job duties prescribed by my supervisor in my work plan.	1	2	3	4	5	6
23. I feel my supervisor takes my performance review seriously.	1	2	3	4	5	6
24. My supervisor offers constructive feedback and comments in my performance review.	1	2	3	4	5	6
25. My supervisor offers constructive feedback and comments on a regular basis outside of the performance review process.	1	2	3	4	5	6
26. I feel my immediate supervisor is aware of day-to-day activities, issues and concerns in my department.	1	2	3	4	5	6
27. My immediate supervisor has a clear set of policies and enforces them consistently.	1	2	3	4	5	6

28. *Check One:*

_____ My department has regularly scheduled meetings that I feel are necessary.

_____ My department has regularly scheduled meetings that I feel are not necessary.

_____ My department does not have regularly scheduled meetings and I agree they are not needed.

_____ My department does not have regularly scheduled meetings and I feel they are needed.

29. I understand what part my position plays in the library system as a whole.	1	2	3	4	5	6
30. I know which AUL heads my division:	_____Yes			_____No		
31. I am aware of all benefits to which I am entitled.	1	2	3	4	5	6
32. It is easy to find out about how to utilize benefits offered by the library and UNC.	1	2	3	4	5	6
33. It is easy for me to find information on policies dealing with SPA employees.	1	2	3	4	5	6
34. It is easy for me to find information on policies dealing with EPA employees.	1	2	3	4	5	6
35. I feel that the education requirements for my job are reasonable in relation to my job requirements.	1	2	3	4	5	6
36. I feel policies and procedures are clear and consistently enforced within the library.	1	2	3	4	5	6
37. I feel policies and procedures are clear and consistently enforced within my department.	1	2	3	4	5	6
38. I feel that there are many opportunities to get involved in library committees and activities.	1	2	3	4	5	6
39. I feel there is an opportunity to interact with library personnel on other campuses within the	1	2	3	4	5	6

university system.

40. There are opportunities for professional development within my field. 1 2 3 4 5 6

41. I attend library-sponsored activities:

_____ always _____ sometimes _____ never

42. When I do not attend library-sponsored activities, it is usually because:

_____

Academic Affairs Library

Staff Development Committee

The Academic Affairs Library Staff Development Committee offers library-wide programs throughout the year on such areas as health and wellness, safety and security, library general administration, supervision and management, and general development. Below is a list of programs the committee has offered in the past.

Please check any program that you would be interested in learning more about or seeing repeated:

_____ Interdepartmental Awareness programs

_____ Violence in the workplace

_____ Ergonomics

_____ AUL Update

_____ What HEELS can do for you

_____ Problem situations in the library

_____ Understanding sexual harassment

_____ Oxford University Press tour

_____ EPA appointment and promotion

_____ Preservation of knowledge in the electronic age

_____ Government information on the Internet

_____ Supervising students

_____ Position management

_____ Librarian as author

_____ Diversity in the workplace: panel discussion with international students

_____ Financial planning seminar

_____ Putting the spotlight on the library

_____ Saving for retirement

_____ Time management

_____ Benefits overview

_____ Do you speak fluent MARC?

Other:_____

When the library sponsors programs on specific issues, I feel I get the most information from:
(Check one)

_____ All staff meetings/discussions

_____ Panel discussions

_____ Guest speakers on the issue

_____ Videos

_____ Other:

Academic Affairs Library

Employee Appreciation and Recognition Committee

The Academic Affairs Library Employee Appreciation and Recognition Committee is surveying employee interest in the development of an employee recognition program. Currently, the committee is active in appreciation events such as Quarterly Coffee Breaks, Retirement Parties and the All Staff BBQ. Please take a few minutes to look at and thoughtfully answer the following questions. Your responses will help the committee establish a Recognition program that will better identify and meet the needs of employees of the Academic Affairs Library. As you complete this survey, please remember that all responses are anonymous and your honest input and ideas are important in our goal to draft an employee recognition program to benefit us all.

1. Is recognition important to you? Yes___ No___

2. Would you like to have a library-wide employee recognition program? Yes___ No___

3. Would you feel better about your job if your extra efforts were recognized from time to time?
   Yes___ No___

4. Does your department or section currently have a recognition program? Yes___ No___

5. Who should nominate employees?
   (Check as many as apply)
   Employee Appreciation & Recognition Committee___ Administration___
   Staff___ Supervisors___
   Temporary Staff___ Student Employees___
   OTHER:_____

6. How would you prefer to nominate someone?
   (Check one)
   ___Submit a form naming the person and stating the reasons for nominating him/her.
   ___Submit a form naming the person and have a member of the selection committee speak with you about why you wish to nominate this person.
   ___Choice of either in writing or in person as described above.

7. Who should make up the selection committee that would sort through all of the nominations and pick the winner(s)?

(Check all that apply)

Staff___ Supervisors___ Administrators___

OTHER:_____

8. If we choose to have a program would you be willing to serve as a member of the selection committee?

Yes___ No___

9. Which of the following award program examples appeals to you most?

(Choose one)

___Outstanding Performance (above and beyond)

___Creative idea to improve working conditions or processes

___Everyday work accomplishments (attitude, performance, dependability)

___Humorous Recognition Awards

("Resident Cheerleader", "You Name It", "Calm Under Construction", etc...)

___Combination of all of the above

10. How often should awards be given?

(Choose one)

___Every month ___Every three months ___Every six months

___Once a year ___Combination of all of these based on award program type

11. If you were to receive an award, how would you prefer to receive it?

(Choose one)

___Special ceremony and snacks with everyone

___Staff meeting or gathering of co-workers

___Private recognition by supervisor

___OTHER:_____

12. Which of the following would you like to receive as an award for recognition? Please rank the items by placing 1 in the slot next to the item you would MOST like to receive, 2 for the next, and so on, with 13 being

the item you would LEAST like to receive.

_____Engraved plaque

_____Paid time off (maximum of 24 hours)

_____Gift certificate from Student Stores

_____Letter from supervisor

_____Money (taxes will be taken out of all monetary awards)

_____Picture or name on public plaque

_____Letter from Vice Chancellor

_____Lunch with boss and/or work group

_____Pat on the back and a "Thank You" from your supervisor in the presence of fellow workers

_____Name in the *Daily Tar Heel* or *University Gazette*

_____Tickets to events (athletic, movies, plays, etc...)

_____Traveling Trophy (award passed from one employee to another)

_____OTHER:_____

13. If you have any other comments, suggestions, or ideas that you feel are important to the development of a recognition program, please write them below. Add extra sheets if needed.

THANK YOU FOR YOUR TIME, PARTICIPATION AND IDEAS.

Academic Affairs Library Employee Appreciation and Recognition Committee.

Please respond to items 1-37 using the following scale:

Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	2	3	4	5	6

	Disagree very much					**Agree very much**
1. I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2. There is really too little chance for promotion on my job.	1	2	3	4	5	6
3. My immediate supervisor is quite competent in doing his/her job as a manager.	1	2	3	4	5	6
4. I am not satisfied with the benefits package I receive.	1	2	3	4	5	6
5. When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6. Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7. I like the people I work with.	1	2	3	4	5	6
8. I sometimes feel my job is meaningless.	1	2	3	4	5	6
9. Communications seem good within this organization.	1	2	3	4	5	6
10. Raises are too few and far between.	1	2	3	4	5	6
11. Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6

	Disagree very much					Agree very much
12. My immediate supervisor is unfair to me.	1	2	3	4	5	6
13. The benefits package we receive is as good as most other organizations offer.	1	2	3	4	5	6
14. I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15. My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16. I find I have to work harder at my job than I should because of the incompetence of people I work with.	1	2	3	4	5	6
17. I like doing the things I do at work.	1	2	3	4	5	6
18. The goals of this organization are not clear to me.	1	2	3	4	5	6
19. I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20. People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21. My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22. The benefits package we have is equitable.	1	2	3	4	5	6
23. There are few rewards for those who work here.	1	2	3	4	5	6
24. I have too much to do at work.	1	2	3	4	5	6

	Disagree very much					Agree very much
25. I enjoy my coworkers.	1	2	3	4	5	6
26. I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27. I feel a sense of pride in doing my job.	1	2	3	4	5	6
28. I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29. There are benefits we do not have which we should have.	1	2	3	4	5	6
30. I like my immediate supervisor.	1	2	3	4	5	6
31. I have too much paperwork.	1	2	3	4	5	6
32. I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33. I am satisfied with my chances for promotion.	1	2	3	4	5	6
34. There is too much bickering and fighting at work.	1	2	3	4	5	6
35. My job is enjoyable.	1	2	3	4	5	6
36. Work assignments are often not fully explained.	1	2	3	4	5	6
37. I am satisfied with my job.	1	2	3	4	5	6

Please use this space for comments on issues addressed in this section.

I am: **EPA** _____ **SPA** _____

I have worked for the Library:

(Please circle one)

Less than 2 years

2 years to 5 years

5 years to 15 years

More than 15 years

I work in:

(Please check one)

_____ **Access/Public Services**

(includes Circulation, Interlibrary Loan, Reference, UL)

_____ **Administration**

(includes Administrative Offices, Fiscal Services, Personnel, Systems, TRLN)

_____ **Departmental Libraries**

(includes Art, Biology [Bot/Zool], Chemistry, Geology, Math/Physics, Music, Planning, SILS)

_____ **Special Collections**

(includes Manuscripts, Maps, North Carolina Collection, Rare Books)

_____ **Technical Services**

(includes Acquisitions, Cataloging, Collection Development)

NOTES

[1] Terry Rodgers, *The Library Paraprofessional: Notes from the Underground* (Jefferson, N.C.: McFarland, 1997), p. 1.

[2] Willa M. Bruce and J. Walton Blackburn, *Balancing Job Satisfaction & Performance: A Guide for Human Resource Professionals* (Westport, Conn.: Quorum Books, 1992), p. 1.

[3] Patricia Cain Smith, "In Pursuit of Happiness: Why Study General Job Satisfaction?," in *Job Satisfaction: How People Feel About Their Jobs and How It Affects Their Performance*, edited by C.J. Cranny, Patricia Cain Smith, and Eugene F. Stone (New York: Lexington Books, 1992), p. 3.

[4] Paul E. Spector, *Job Satisfaction: Application, Assessment, Cause and Consequences* (Thousand Oaks, Calif.: Sage Publications, 1997), p. 57.

[5] D.W. Organ and M. Konovsky, "Cognitive Versus Affective Determinants of Organizational Citizenship Behavior," *Journal of Applied Psychology* 74 (Feb. 1989): 157-164.

[6] Spector, *Job Satisfaction*, 68.

[7] Cynthia D. Fisher and Edwin A. Locke, "The New Look in Job Satisfaction Research and Theory," in *Job Satisfaction*, ed. by Cranny, Smith, and Stone, 165-194.

[8] Bruce and Blackburn, *Balancing*, 3.

[9] *Ibid.*, 7.

[10] Paul E. Spector, "Measurement of Human Service Job Satisfaction: Development of the Job Satisfaction Survey," *American Journal of Community Psychology* 13 (June 1985): 693-712.

[11] Colleen Parmer and Dennis East, "Job Satisfaction among Support Staff in Twelve Ohio Academic Libraries," *College & Research Libraries* 54 (Jan. 1993): 43-57.

[12] Julie Voelck, "Job Satisfaction among Support Staff in Michigan Academic Libraries," *College & Research Libraries* 56 (Mar. 1995): 157-170.

[13] Donna K. Fitch, "Job Satisfaction among Library Support Staff in Alabama Academic Libraries," *College & Research Libraries* 51 (July 1990): 313-320.

[14] A.P.N. Thapisa, "The Burden of Mundane Tasks: Library Assistants' Perception of Work," *British Journal of Academic Librarianship* 4:3 (1989): 137-160.

[15] *Ibid.*, 141.

[16] *Ibid.*, 141.

[17] Rodgers, *Library Paraprofessional.*

[18] Patricia Lanier *et al.*, "What Keeps Academic Librarians in the Books?", *Journal of Academic Librarianship* (May 1997): 191-197.

[19] Gloria J. Leckie and Jim Brett, "Job Satisfaction of Canadian University Librarians: A National Survey," *College & Research Libraries* 58 (Jan. 1997): 31-47.

[20] Bonnie Horenstein, "Job Satisfaction of Academic Librarians: An Examination of the Relationships between Satisfaction, Faculty Status, and Participation," *College & Research Libraries* 54 (May 1993): 255-269.

[21] Patricia A. Kreitz and Annegret Ogden, "Job Responsibilities and Job Satisfaction at the University of California Libraries," *College & Research Libraries* 51 (July 1990): 297-312.

[22] Spector, "Measurement," 695.

[23] Voelck, "Job Satisfaction," 161.

[24] Allen B. Veaner, "Continuity or Discontinuity – A Persistent Personnel Issue in Academic Librarianship," *Advances in Library Administration and Organization* 1 (1982): p. 10.

[25] *Ibid.*, p. 5.

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